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ABSTRACT

This profile on Afghanistan is the first in a series of profiles prepared by the Cooperative Education Abstracting Service (CEAS) to be issued in alphabetical order over a two year period. The collected profiles will constitute a concise guide to national education systems throughout the world and will provide points of reference from which to study CEAS abstracts of national policy documents pertaining to any particular country. Each country Education Profile, consisting of approximately 9 to 15 pages, will have three main components: a descriptive text, essential statistics, and organizational diagrams. The brief profile on Afghanistan provides basic background information on educational principles of administration, structure and organization, curricula, and teacher training. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, and public expenditure on education as a percentage of budget and GNP). Related documents are SO 005 687 through SO 005 695. (JMB)

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United Nations Educational, Scientific and Cultural Organization

International Bureau of Education
Palais Wilson, Geneva, Switzerland

Co-operative Educational Abstracting Service (CEAS)

Country Education Profiles

Date of issue: June 1972

Country: AFGHANISTAN

Languages Dari, Pashto

General principles

Article 34 of the 1964 constitution establishes the following principles: that education shall be provided free of charge to all citizens of Afghanistan; that primary education is compulsory in all areas where facilities are provided by the State; and that the State alone has the right and duty to establish and administer institutions of public and higher learning. It does, however, allow for the establishment of technical and literary schools by Afghan nationals subject to the provisions of the law, and also for the establishment of private schools by foreign persons for the exclusive use of foreigners. The aim, as stated by this article, is to provide suitable educational facilities for all Afghans, thus fulfilling the obligation to provide a balanced and universal programme of education throughout Afghanistan.

Free education extends to the university level. In addition, university students are provided with free clothing, pocket money and mid-day meals. Some also receive free board and lodging. At the secondary level, school supplies are provided free. Where possible, free medical care is provided at all levels.

System of administration

Ultimate authority for general education and most technical and vocational training up through grade 12 is centralized in the Ministry of Education. Some professional training in such areas as agriculture and public health is the responsibility of other ministries. Further, the Ministry of Home Affairs, through its rural development department, establishes and administers some primary and village schools, while the Ministry of Public Works is responsible for the building of educational facilities according to Ministry of Education specifications. The universities and other higher institutions are autonomous.

Education is mostly financed by public funds although some private voluntary contributions are made and local communities often contribute to the establishment of primary and secondary schools.

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Some authority is delegated by the Ministry of Education to the provincial directorates, whose responsibilities include siting and establishing new schools and classes, implementing ministerial directives, inspecting and supervising schools and teachers, setting requirements for textbooks and educational materials, arranging their distribution, and raising the standard of education through the improvement of teaching practices.

Structure and organization

Facilities for education exist from pre-primary to higher level. Most primary and secondary schools are not co-educational.

Pre-primary schools are for children from 4 to 6 years of age. Originally all were privately run but some public schools now exist.

All children resident within 2½ kilometers of a state facility start primary school at the age of 7. Others may attend if they so desire. Many one-teacher village schools with just three grades were established in an effort to maximize educational provision. An effort is now being made to convert some of these schools into full primary schools. Students attending village schools may transfer to primary schools.

Middle school is from grade 7 to grade 9. Entry is by examination, normally at the age of 13.

Upper secondary level (grades 10 to 12) follows middle school and leads to a baccalaureate examination.

There are annual examinations with emphasis placed on the ones at the end of grades 6,9 and 12. In order to take these examinations, minimum attendance rates are set.

University education follows successful completion of a general secondary or teacher training course. Education at this level is co-educational, entry selective. Most graduates of specialized schools may enter specific faculties, all of which offer four-year B.A. courses with the exception of medicine, which requires one preliminary year, five years of medicine, and one year as an intern.

A Police College and a Military Academy offering three-year courses are provided for pupils completing courses at the secondary level gendarmerie school and the military academy respectively.

Adult education is provided in two different forms. For those who are literate, secondary education leading to a baccalaureate is offered. Some vocational training is available in certain mechanical occupations. For illiterates, literacy courses are provided. There are two types, a simple course and a functional course. The latter offers training in a craft as well as in literacy. Both types of course last nine months and cover a six-day week.

The fiscal year begins in April.

In the Sardser (cold) regions the school year begins in March and ends in December, allowing three months' vacation in the winter. In the Garmser (warm) regions the three-month vacation is during the summer, with school beginning in August and ending in May. The school week is 5½ or 6 days. The duration of every period is 40 to 45 minutes, with 10-minute breaks. Lower primary has 28 periods a week and upper primary 29. In secondary schools there are 24 or 25 periods per week. The university academic year lasts 32 weeks, from mid-April to December, with a two-week break in August.

Curricula

The medium of instruction in primary schools and most secondary schools is determined by which of the two national languages most students in the school speak. The other is taught as a second language. Some secondary and higher institutions use French, German, or English as the medium of instruction.

The following tables show the curricula for primary, general middle and secondary schools, with the number of periods per week for each subject for each grade.

Lower primary

Subject	Periods per week
Communication skills (mother tongue)	18
Mathematics	5
Religious studies	4
Arts and crafts	3
Physical education	25 minutes daily

Upper primary

Subject	Periods per week
Mother tongue	6
Second language	5
Social studies	5
Science-health	5
Mathematics	5
Religious studies	4
Practical work	4
Physical education	2

Middle school

Subject	Periods per week
Science	6
Social science	5
Foreign language	5
Mathematics	5
Mother tongue	4
Religion	3
Second language	3
Handicrafts & drawing	3
Physical education	1

Upper Secondary

Humanities stream

Grade	10	11	12
Social science	8	11	8
Foreign language	5	5	5
Mother tongue	5	5	4
Science		4	5
Second language	3	3	3
Mathematics	3	3	3
Handicrafts & drawing	3	3	2
Electives	3		3
Health & nutrition	3		
Religion	2	2	2
Physical ed.	1	1	1

Science stream

Grade			
Mathematics	7	7	8
Science	6	8	9
Foreign language	5	5	5
Social science	3	5	
Mother tongue	3	3	3
Second language	3	3	3
Electives	3		3
Health & nutrition	3		
Religion	2	2	2
Practical work & drawing		2	2
Physical ed.	1	1	1

Specialized education at middle school level is to be discontinued, but presently the streams offered to boys are commerce, theology, applied arts, mechanics, and military training. These are all continuous six-year courses, although two-thirds of the mechanics pupils enter factories after three years. Pupils who complete the full six-year course for mechanics or the school of applied arts are not eligible for matriculation to higher education. Girls may either take a three-year accelerated

course of teacher training followed by one year at a regular teacher training institute, or they may attend a six-year school of commerce. Upper secondary-level specialization for boys includes teacher training, Islamic law, technology, aeronautics, land surveying, agriculture, dentistry, nursing, and gendarmerie. Girls may attend a school for nursing and midwifery, from which there is no matriculation. Selections in home economics and teacher training are also offered.

Teacher training

Prior to entering a teacher training institution, a student must undertake to serve as a teacher for a certain number of years, since all training expenses are paid by the government.

Primary teachers are usually trained at the upper secondary level in the Darul Mo Allemein (DMA) institutions. In 1962, though, the Emergency Teacher Training Scheme, established to meet the demands for more female teachers, resulted in the accelerated teacher training stream at middle school level.

Middle school teachers are trained at the DMAs with the primary teachers. In 1964, the Higher Teachers' College was established to raise the standard of teachers at this level.

Upper secondary teachers are trained mainly, though not exclusively, at the University.

Technical teachers receive their training in grades 10,11 and 12 at the Technical Teachers' College.

Teacher educators receive preparation from the Faculty of Education and the Academy for Teacher Educators. The latter offers a three-year course, followed by one year of teaching at the Academy.

In-service training is offered at two levels, secondary and university. Those teachers who are insufficiently trained are encouraged to attend. Particular importance is attached to the training of women teachers. Refresher courses are offered during vacations. Attendance is not compulsory.

STATISTICS : AFGHANISTAN

(Sources : Unesco Office of Statistics)

Estimated population 1970.....	:	17 125 000
Area (Km2).....	:	647 497
Inhabitants per Km2.....	:	26

1. ENROLMENT

Level of education	1965	1969	1970
Pre-primary			
MF.....	...	1 750	...
F	...	760	...
First level			
MF.....	358 037	500 665	540 687
F	54 298	67 030	76 143
Second level			
MF.....	48 091	99 208	121 699
F	...	13 312	...
Third level			
MF.....	3 451	5 680	7 302
F	646	857	1 081
Special education			
MF.....	-	-	-
F	-	-	-
Adult education			
MF.....	1) 5 460	34 228	34 705
F	1) 830	1 352	...

1) 1964

2. TEACHERS

Level of education	1965	1969	1970
Pre-primary			
MF	...	75	...
F	...	75	...
First level			
MF	7 124	11 523	13 117
F	1 133	1 468	2 183
Second level			
MF	1 779	4 519	5 866
F	...	672	632
Third level			
MF	513	881	793
F	...	39	44
Special education			
MF	-	-	-
F	-	-	-
Adult education			
MF	1) 187	1 096	...
F	1) 30	-	...

1) 1964

3. POPULATION

In thousands

Population by age groups	1965		1970	
	Total	Female	Total	Female
Total population	15 051	7 378	16 978	8 321
0 - 4	2 495	1 207	3 119	1 532
5 - 14	3 821	1 851	4 216	2 040
15 - 19	1 564	758	1 728	836
20 - 24	1 357	659	1 495	724

4. PUBLIC EXPENDITURE ON EDUCATION

Currency : Afghani

In thousands

Item	1) 1965	1968	1) 1969
Exchange rate in US $	0.0222	0.0222	0.0222
Public expenditure on education			
Total	523 714	749 818	732 009
Recurring	415 000	636 130	637 909
Capital	108 714	113 688	94 100

1) Ministry of education only

5. EDUCATIONAL INDICATORS BY SUBJECT

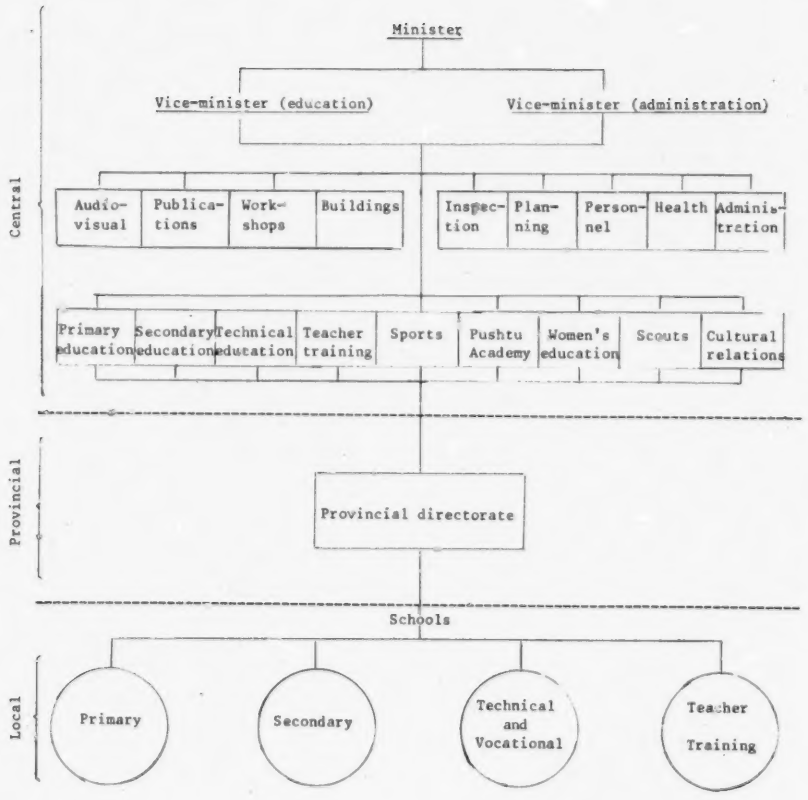
Subject	1965	1968	1969
Level enrolment ratios			
First and second levels combined (age group : 7-18)	5	12	13
First level (age group : 7-12)	10	20	20
Second level (age group : 13-18)	1	4	5
	1965	1969	1970
Third level (age group : 20-24)	0.25	0.38	0.48

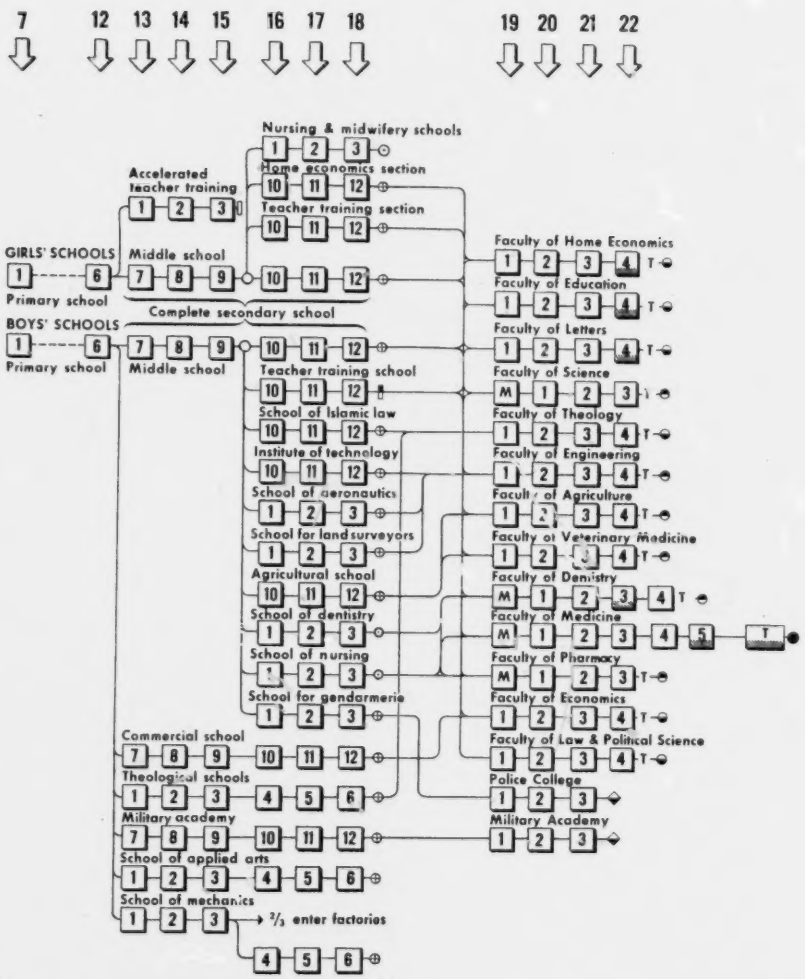
5. EDUCATIONAL INDICATORS BY SUBJECT (Cont'd)

Subject	1965	1969	1970
Education at the third level : Natural and applied sciences +/ as a percentage of total enrolment	42.5	48.0	48.7
	1965	1968	1969
Third level graduates per 10 000 inhabitants aged 20-24)	3.0	4.7	5.0

+/ Natural and applied sciences (i.e. Natural Sciences, Engineering, Medical Science and Agriculture).

Subject	1965	1968	1969
Public expenditure on education			
as a % of Budget	11.1	...	...
as a % of GNP	...	...	...
Public and private expenditure on education as a % of GNP	...	...	...


Minister
Vice-minister (education)
Vice-minister (administration)
Central
Audio-visual
Publications
Work-shops
Buildings
Inspection
Planning
Personnel
Health
Administration
Primary education
Secondary education
Technical edutation
Teacher training
Sports
Pushtu Academy
Women's education
Scouts
Cultural relations
Provincial
Provincial directorate
Schools
Local
Primary
Secondary
Technical and Vocational
Teacher Training


7
12
13
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18
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20
21
22
Nursing & midwifery schools
Home economics section
Accelerated teacher training
Teacher training section
GIRLS' SCHOOLS
Middle school
Primary school
Complete secondary school
BOYS' SCHOOLS
Primary school
Middle school
Teacher training school
School of Islamic law
Institute of technology
School of aeronautics
School for land surveyors
Agricultural school
School of dentistry
School of nursing
School for gendarmerie
Commercial school
Theological schools
Military academy
School of applied arts
School of mechanics
⅔ enter factories
Faculty of Home Economics
Faculty of Education
Faculty of Letters
Faculty of Science
Faculty of Theology
Faculty of Engineering
Faculty of Agriculture
Faculty of Veterinary Medicine
Faculty of Dentistry
Faculty of Medicine
Faculty of Pharmacy
Faculty of Economics
Faculty of Law & Political Science
Police College
Military Academy
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